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ABSTRACT

The results of two surveys of students who took the California High School Proficiency Examination are presented, with emphasis on the similarities and differences between passing students and failing students. Major concerns included: the students' reasons for taking the test, sources of information for the students about the test, what changes the test made for the students, and what they were doing fifteen months after taking the test. Although the test was designed both for bright but bored students and for students who don't work well in the conventional high school (potential dropouts), the test appeared to attract primarily the latter group. Very few minority students took the test. The questionnaire results showed similarity in several characteristics between those who passed and those who failed: job-related activities, financial independence, and community college attendance. However, it was noted that a much larger proportion of those who passed the test responded to the questionnaire. (Author/CTM)

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# THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM:

# EXAMINEE PROFILE

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## THE CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM:

## EXAMINEE PROFILE

A principal purpose of the 1975 California High School Proficiency Exam (CHSPE) legislation was to furnish alternatives to high school students who had already acquired the basic educational skills expected of high school graduates.[1] The authors expected the proficiency exam to benefit two basic groups of persons:

1. The "bright but bored" who may not have any problems in school but who would like to skip straight to college without waiting for regular high school graduation.[2]

2. Those of average ability or above who do not work well in the conventional high school setting and may be "borderline dropouts."

One purpose of our study was to examine the extent to which this expectation was borne out: Who does benefit from the CHSPE program?

To obtain a general idea of the characteristics of those who take the CHSPE, a brief voluntary questionnaire is given to all examinees on the day they take the CHSPE. (A copy of this questionnaire and its results for

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1 This legislation was authored by California State Senator Arlen Gregorio (Dem., San Mateo), assisted by John Gilroy. Students in at least their second semester of 10th grade are eligible to take the CHSPE. Those who pass the examination and who procure parental permission are allowed to leave school, if they wish, as early as age 16. Upon passing, they receive a Certificate of Proficiency, the legal equivalent of a high school diploma.

2 California State Department of Education, press release, October 1, 1975.

those who took the first administration in December 1975 appears in the appendix). However, for a much closer and more comprehensive investigation of this group of examinees, the California Department of Education, under contract with the National Institute of Education, surveyed ten percent of the 12,150 December 1975 pioneers. Among the questions of greatest interest were:

1. Who takes the CHSPE?
2. What are their motives for taking the exam and plans for the near future?
3. What are their sources of information about the CHSPE?
4. Who passes the exam?
5. What courses of action do examinees take, as far as schooling and work are concerned, upon receiving the test results?

The purpose of the examinee-survey portion of the overall California Department of Education study was to describe the examinee population, to find out what happened to the December 1975 examinees over a year-and-a-half period after taking the exam, and to assess CHSPE's effect in terms of the various options that examinees subsequently exercised.

The examinees were sampled nearly 15 months after taking the CHSPE. They were asked demographic and attitudinal questions, items relating to the plans and decisions they made over this time span, and items concerning external influences upon the choices they made. The instruments and results appear in the appendix.

Briefly and by way of background, the 10 percent sample was stratified according to whether the examinee passed or failed the December 1975 CHSPE. Of 12,150 examinees, 45 percent passed. The 1200-member sample accordingly consisted of 540 who passed and 660 who failed. The randomly-selected successful and unsuccessful candidates received mail questionnaires at the end of February 1977.

The survey was followed by a reminder post card in March and finally by telephone calls in May. The final response rate was 45 percent, or 543 individuals. However, the response rate for the 540 who passed was 61 percent while for those who failed it was only 31 percent. The majority (55%) of respondents were female.

Who Takes the CHSPE?

Demographically, the CHSPE has attracted predominantly white individuals and the sample statistics confirm this findings:

TABLE 1: RACIAL DISTRIBUTION OF DECEMBER 1975 EXAMINEES

| | |
|---|---|
| White | 87% |
| Black | 1% |
| Hispanic | 2% |
| American Indian | 1% |
| Asian | 1% |
| Filipino | 1% |
| Other | 7% |
| | 100% |

The sample examinees were fairly broadly distributed among cities, suburbs and small cities or towns:

TABLE 2: METROPOLITAN STATUS OF DECEMBER 1975 EXAMINEES

| | |
|---|---|
| Small city or town | 35% |
| Residential part of a large city | 28% |
| Suburb | 26% |
| Rural (not in a town) | 8% |
| Inner part of a large city | 3% |

Half the examinees sampled report that their parents/guardians have at most a high school diploma, a finding similar to that for the general population of CHSPE candidates. Nearly half the examinees surveyed report that their fathers/guardians are working in managerial, executive or professional positions.

Most examinees surveyed were 17 years old in December 1975, but nearly one-third were 16[3], and 15 percent were 18. More were in the 12th than 11th grade. More 12th graders take the CHSPE in the fall, while more 11th graders take it in the spring. For the 12th grader there is more payoff to taking it in the fall and leaving school a full semester early. The 11th grader, on the other hand, seems to see a greater gain by taking the CHSPE in the spring.

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3 The original law stipulated a minimum age of 16 to take the exam. In 1976 it was modified to allow anyone in at least 10th grade, second semester, to take the exam.

Most of the examinees sampled (80%) were attending regular daytime high school; 12 percent were attending continuation high school; and 6 percent were not attending school. The remainder were in private or other schools. The distribution is representative for the general population of December 1975 examinees and for subsequent administrations. The high proportion of continuation school students is striking. In the state of California, only about one percent of high-school-aged persons attend continuation school, yet over 10 percent of high-school-aged CHSPE examinees are continuation school students. One reason for the high turnout of continuation students is the fact that continuation schools publicized the exam more actively. One mission of these generally small-sized schools that stress individualized learning is to ensure that their students secure a diploma or equivalent.

Among those sampled who were attending school, most were in a general program; 17 percent were college preparatory students, and 11 percent were in programs of occupational emphasis.

By and large, the examinees reported their grades as usually falling in the B-b-minus-C range, a finding similar to that for the general population of CHSPE candidates. About one out of three sampled believed that at the time of the December 1975 administration they would not have enough credits to graduate with their class.

Nearly half of those sampled had a paying job outside the home in December 1975, with 93 percent of these individuals working 10 or more hours per week. Despite the large number of already-working examinees, almost all in the sample (94%) were living with their families rather than in their own place (4%). The majority (62%) reported contributing at least some amount to their own financial support, and 9 percent of the sample were mostly or completely self-supporting. In sum, the respondents were living with their families, and most were contributing toward their self-support through jobs of some sort.

Table 3 shows attitudes toward high school among the sample examinees. The major results, which incidentally were the same whether the examinees passed or failed, show a negative perception of school. The typical respondent states:

- o High school has been boring.
- o High school has taught me very little that will be useful.
- o There hasn't been enough variety in the kinds of courses offered.
- o High school does not have much to offer.
- o High school has <u>not</u> required much work.

Another indication of examinees' attitudes toward school is their absentee rate. One-third of those surveyed state that they were absent from school an average of one or more days a week, and another 22 percent were absent about one day every two weeks.

TABLE 3

Attitude Toward High School for the December CHSPE Sample

BELOW ARE SOME REMARKS THAT MAY DESCRIBE HOW YOU FEEL ABOUT HIGH SCHOOL. ON THE SCALE, INDICATE TO WHAT EXTENT YOU AGREE WITH THE STATEMENT.

| | Strongly Disagree 1 | 2 | 3 | 4 | Strongly Agree 5 | Mean | Standard deviation |
|---|---|---|---|---|---|---|---|
| a) High school has been fun | 21% | 21% | 32% | 15% | 11% | 2.7 | 1.3 |
| b) High school has taught me a lot that will be useful | 28 | 28 | 22 | 13 | 9 | 2.5 | 1.3 |
| c) High school has been boring | 12 | 16 | 24 | 18 | 30 | 3.4 | 1.4 |
| d) High school has required a lot of work | 24 | 32 | 28 | 11 | 5 | 2.4 | 1.1 |
| e) I have had a lot of flexibility in planning my courses and programs | 14 | 20 | 26 | 22 | 18 | 3.1 | 1.3 |
| f) There hasn't been enough variety in the kinds of courses offered | 12 | 16 | 23 | 19 | 30 | 3.8 | 1.4 |
| g) There have been too many required courses | 15 | 16 | 29 | 18 | 22 | 3.2 | 1.3 |
| h) High school has a lot to offer | 25 | 21 | 27 | 13 | 13 | 2.7 | 1.3 |

In short, the typical CHSPE candidate is a white suburban 16½-or-17 year old public high school student. The individual tends to conform to the second type of examinee predicted by Gregorio--a person of at least average ability, disaffected with high school and absent from school frequently. The typical examinee is working part-time in addition to attending school.[4] One of the most puzzling findings is the very small number of minority examinees; almost all examinees are white. Some possible reasons for the small minority participation: relatively less publicity in schools with a high proportion of minorities; relatively less newspaper visibility in high-minority urban areas; minority student expectations that they would not pass the exam; possibly the $10.00 fee has more of a deterrent effect among minorities.

Motives and Plans

Motives. The sample examinees were asked the degree to which they were motivated by various reasons to take the CHSPE. Table 4 lists the reasons offered and the responses.

The paramount reason for taking the CHSPE was that of wanting the option to leave school early. Nearly two-thirds were motivated to a great extent by this desire for the option to leave early. The next strongest motivation was the assurance of having at least a diploma equivalent (51% were motivated to a great extent). The third-strongest motivating factor was curisoity to see whether the candidate could pass the CHSPE (33% were motivated to a great extent).

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4 For discussion of possible unique features of first-timers, see note in the appendix.

TABLE 4

The Degree of Motivation for Reasons
Why the December, 1975, Sample Elected to
Take the CHSPE

BELOW ARE SOME POSSIBLE REASONS WHY YOU MIGHT HAVE TAKEN THE DECEMBER, 1975, CHSPE. INDICATE THE DEGREE TO WHICH YOU WERE MOTIVATED BY EACH OF THE FOLLOWING REASONS:

| | Not at all | To some extent | To a moderate extent | To a great extent | Mean | Standard deviation |
|---|---|---|---|---|---|---|
| I didn't like high school | 19% | 29% | 20% | 32% | 2.6 | .05 |
| I wanted to be sure I'd have at least a diploma equivalent | 25 | 11 | 13 | 51 | 2.9 | .06 |
| I wanted to leave high school and go to work | 24 | 22 | 20 | 34 | 2.6 | 1.18 |
| I had to leave high school to earn money | 67 | 15 | 8 | 10 | 1.6 | 1.00 |
| I wanted to leave high school and go to college | 35 | 24 | 18 | 23 | 2.30 | 1.18 |
| I wanted to be free from taking some of the usual required high school courses--and to take a lighter load | 54 | 23 | 11 | 12 | 1.80 | 1.04 |
| I wanted to be free from taking some of the usual required high school courses--and to take different courses that would be more interesting | 43 | 21 | 14 | 22 | 2.15 | 1.20 |

| | Not at all | To some extent |
|---|---|---|
| . I wanted to see whether I could pass the CHSPE | 19% | 27% |
| . I wanted to see what the CHSPE would be like | 26 | 32 |
| 0. I wanted another credential besides a diploma | 66 | 15 |
| 1. I wanted to have the option of leaving school early | 10 | 12 |

| To a moderate extent | To a great extent | Mean | Standard deviatio |
|---|---|---|---|
| 19% | 35% | 2.70 | 1.14 |
| 20 | 22 | 2.39 | 1.09 |
| 8 | 11 | 1.65 | 1.03 |
| 14 | 64 | 3.33 | 1.03 |

Over one-third of the examinees were strongly motivated by the specific desire to leave high school and go to work; the need to earn money was generally not a pressing factor. In contrast to the number who wanted to work, only 23 percent strongly wanted to leave school for college.

Specific motivations relating to negative aspects of high school itself (nos. 1, 6 and 7) did not figure prominently. About one-third reported that dislike of high school greatly motivated them to take the exam, but nearly 20% were completely unmotivated by this reason. Furthermore, nearly half were completely unmotivated by a desire for increased curricular freedom within the school (nos. 6 and 7). It appears that although examinees are generally bored or disaffected with high school, this attitude does not provide the principal motivation for taking the exam.

In sum, while a considerable number of individuals took the CHSPE with a specific purpose in mind--primarily work and/or college--most elected to take it with the aim of maximizing their choices. It is likely that they perceived the CHSPE as a path to greater control over their options in the next few years.

Plans. At the time of the December 1975 CHSPE, most respondents sampled had immediate plans, if passing the CHSPE, either to attend community college, get a job, or do both. Fewer than 10 percent planned on joining the military, and 8 percent planned to become homemakers. Nearly one-third reported being undecided at the time as to what they would do. Only 20 percent wanted to stay in high school for at least a while longer. Four percent

wanted to stay in high school for a regular diploma.[5] These "pioneers" had almost no information as to the applicability of a Proficiency Certificate or how it would be received by employers, colleges, or the military. (A shortage of information still exists to a considerable degree). Therefore, a student with a firm idea of what to do after high school (especially in the areas of career or college) probably would not trust the CHSPE, certainly not in 1975. Persons unsure of their post-secondary plans, yet certain they did not enjoy high school, would be more likely to take the exam, and the survey results bear this out.

Sources of Information

Within the school, respondents most frequently obtained information about the CHSPE from guidance counselors (61%), other students (46%) and announcements read to all students (41%). When asked what their initial source was, counselors and other students were the prevalent responses. A majority of the sample (51%) reportedly learned the most about the CHSPE from their guidance counselors.

Outside the school, newspaper articles (30%) and family members or other relatives (26%) provided the most information about the CHSPE. Radio (5%) and television (7%) were only rarely reported as sources of information.

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5 Categories were not mutually exclusive. A respondent could check as many as applied on item 10.

Examinees were given a list of people they might have talked with about taking the CHSPE. They noted whom they consulted and whether each person "discouraged me from taking it," "seemed neutral," or "encouraged me to take it." The results indicate that school officials (teachers, administrators, counselors) were more discouraging, less enthusiastic, or more frequently neutral in the advice they gave prospective examinees than were parents or fellow students. Among school officials, counselors gave the most encouraging advice. All in all, fellow students gave the most encouragement, followed in order of encouragement by parents, counselors, teachers and administrators.

Who Passes the Exam?

In our study those who were not attending school had the highest pass rate (67%) followed by regular high school students (64%) and continuation students (52%). The pass rate pattern in the overall population of December 1975 candidates was characterized by a higher pass rate for regular high school students than for those not in school. Among this general population, private school students had the highest pass rate (53%), followed in order by regular public high school students, those not in school, and continuation students. The high sample pass rate for non-attendees in our study may be due to a proportionately large nonresponse from dropouts who failed the CHSPE. Over the years, on average, the pass rate distribution has been similar to the December 1975 distribution.

The pass rate for college preparatory examinees (83%) was much higher than for either vocationally-oriented students (62% or those in a general program (54%). Not surprisingly, those with higher grades had a higher pass rate.

As mentioned earlier, about one-third of the sample did not have enough credits, as of December 1975, to graduate with their class. The pass rate for this group turned out to be a third lower than the pass rate for the group with enough credits to graduate on time.

Although a general pattern of frequent absence from school characterizes sample passers and nonpassers alike, those who passed had been absent from school less frequently than those who failed the exam.

The pass rate is slightly higher among working examinees and highest among those working between 10 and 29 hours a week.

Demographically, whites are more likely to pass than minorities. Regarding metropolitan status, the highest pass rate (71%) occurs among suburban dwellers, and the lowest (44%) occurs among those who live in the inner part of large cities.

In general, students whose parents are professionals and semi-professionals tend to pass more often than the children of the unskilled or unemployed. The pass rate among examinees whose parents have at least a community college education is higher than among those whose parents have less education (74% pass rate versus 56%).

After the Test

All sample examinees were asked: "How did your performance on the December 1975 CHSPE affect your work or school situation in the few months following the exam?" (Refer to items 16a and 16b of the questionnaire in appendix.)

Almost half (47%) reported that the CHSPE did affect what they were doing. Among those who passed, almost two-thirds reported a change in activities, while less than a third of the non-passers indicated a change. Changes that occurred generally agreed with stated future plans. The few non-passers who indicated a change went to work or began searching for a job; half of them elected to enroll in night or adult school or continuation school.

Those who passed. Successful candidates sampled were asked: "Did you leave high school earlier than you would have, as a result of passing the CHSPE?" Three-fourths of those who passed left school earlier than they otherwise would have, as a result of passing this exam. Most of these individuals left within a month after the exam results. Those who chose to leave school and who were under age 18 needed written parental permission. Most (80%) obtained permission easily. Fifteen percent reported some difficulty and 2% reported considerably difficulty--but only 3% were refused permission. The successful candidates experienced no difficulty having the certificate accepted by colleges and employers on an equal basis with a regular diploma.

The group with the most potential influence in the high school consists of those who stay in school--25 percent of the successful candidates sampled stayed in school. These individuals already have their diplomas and might want to request exemption from required courses in order to take a more agreeable set of courses, or request altered school hours. In fact, the legislative intent was not only to give students the option to exit early, but to make schools more responsive to students. The presence in school of a considerable number of CHSPE certificate-holders would constitute a consumer group free to leave if the school did not provide a satisfactory program. The school would have to be responsive or lose these students--and ADA money.

The evidence, however, reveals no such consumer-group effect. Table 5 indicates that passers who stayed in school generally chose not to disrupt the normal pattern of continuing in the same way (56%), taking all the required courses for graduation (66%). With the pressure relieved, 41% reported enjoying school more and 23% signed up for more nonrequired courses. Thirty-five percent attended fewer hours than before taking the CHSPE, and 24 percent attended school less regularly.

Remaining in school for a regular diploma is a function not only of the students' personal preferences, but also of the school administration's attitude. In many schools, their policies toward those who pass the CHSPE are no different from policies before CHSPE: As long as students are enrolled in school, they are still expected to meet all the usual requirements for graduation. Therefore, the legislative intent with respect to schools has had minimal impact; schools and districts have been largely free to set their own policies for successful CHSPE candidates.

TABLE 5

The School Plans of CHSPE Passers Who Remained in School

IF YOU REMAINED IN SCHOOL AFTER PASSING THE CHSPE, DID YOU....

| | % YES |
|---|---|
| Sign up for more non-required courses? | 23 |
| Request independent studies? | 12 |
| Request exemption from certain school rules? | 12 |
| Study more? | 3 |
| Attend less regularly than before passing? | 24 |
| Show more interest in school? | 23 |
| Attend fewer hours than before passing? | 35 |
| Take all the required courses for graduation? | 66 |
| Enjoy school more? | 41 |
| Engage in additional extra curricular activities? | 22 |
| Continue in the same way, as if you hadn't passed? | 56 |

Those who did not pass. Nearly two-thirds (62%) of the non-passers sampled reported that their school or work situation remained unchanged after taking the CHSPE. Of the group who did change their activities, about half went to work, and most of the others were looking for a job. One-third of those whose situations changed began attending night or adult school.

Only one non-passer in four went on to receive a regular diploma (as of February 1977). That is, a considerable number of CHSPE candidates left school irrespective of their performance on the exam. This suggests that a number of those who took the exam were indeed "borderline dropouts." For these individuals, taking the exam represented an attempt to opt out of school without leaving empty-handed.

Only about one-fourth of those who failed the December 1975 exam re-took it in March 1976, with a 37 percent success rate. Why did most decide not to retake the CHSPE? Thirty-one percent of this group reportedly perceived the CHSPE certificate as unequal to a regular diploma. Neither the difficulty of the exam nor fear of failure again was noted as a strong motivation for not re-taking the CHSPE.

What Are The December 1975 Examinees Doing Now?

Most examinees sampled are working and/or attending community colleges (See Table 6). The proportion of individuals attending college or other post-secondary schooling is much lower than the proportion who in December 1975 planned to attend college. At that time, 58% planned on college, while

15 months later only 30% are attending college. (College attendance rates are higher for those who had passed the CHSPE--74%--then for non-passers--20%).

Working is the single most prevalent activity among the 1975 examinees (57% overall), with more passers now working (65%) than non-passers (52%). Nearly half of those now working are working 40 or more hours a week. As expected, the degree of self-support has increased significantly. Fourty-one percent are completely self-supporting and 21% are living in their own place. Passers and non-passers are now equally self-supporting (41% for both groups).

Among those currently employed in paying jobs, 15 percent have the same jobs they did in December 1975; one-third are holding the same jobs they had in the spring of 1976. (Among the 50% of the examinee sample who were working at the time of the December 1975 exam, 20% of these individuals have the same job as they did in December 1975).

Only 16 percent of all the sample respondents hold regular high school diplomas (as of February 1977). All in all, about 7 percent of the total sample both passed the December 1975 CHSPE and also obtained regular diplomas. In addition, 7 percent of those who passed indicate they definitely (5%) or probably (2%) will obtain a regular diploma as well. These individuals tend to have been juniors at the time of the December 1977 exam who subsequently stayed in school. Finally, as stated earlier, only about one non-passer in four went on to receive a regular diploma as of February 1977.

TABLE 6

Current Activities

WHAT ARE YOU DOING NOW?

| | % YES[a] | % PASS[b] |
|---|---|---|
| Working | 57 | 65 |
| Looking for a job | 23 | 60 |
| Attending regular daytime high school | 11 | 39 |
| Attending continuation school | 2 | 11 |
| ROC/ROP | 3 | 29 |
| Night or adult school | 8 | 47 |
| Military service | 6 | 72 |
| Being a homemaker | 13 | 56 |
| Attending college or other schooling[c] | 30 | 74 |
| Other | 10 | 61 |

a) Percents in this column do not sum to 100 since categories are not mutually exclusive.
b) Entries in this column are the percentage of those responding "yes" who also passed the December, 1975, CHSPE.
c) The percent attending school by categories is as follows: community college, 72 percent; four-year college, 12 percent; vocational or trade school, 7 percent; business school, 4 percent; and other, 5 percent.

In sum, the survey of December 1975 examinees suggests that the working/schooling situation 15 months after CHSPE is quite similar for those who passed and those who failed: generally it is a combination of work and/or community college, or looking for work. The CHSPE served as potential insurance of exit from school with a legal credential. Some examinees might have left school anyway, and a considerable number of non-passers left regular high school early without any certificate.

## Conclusions

At this point we recall the two types of students the CHSPE program authors thought would benefit from the CHSPE: the "bright but bored" who wanted to progress to college, and those who don't work well in the conventional high school setting and may be "borderline dropouts." The CHSPE seems to attract primarily the latter group. Since it was infeasible to survey students who did not take the CHSPE, we speculate that the former type of student (1) already has early graduation arrangements available; (2) may not consider the Certificate of Proficiency truly equivalent to a regular diploma; and (3) likes school well enough to stay and take the traditional path to college. Moreover, while community colleges must accept all holders of the Certificate of Proficiency, the public and private four year schools retain their own course-sequence, testing, and grade point requirements in addition to the diploma or diploma equivalent.

It is the latter, non-university-bound student who seems to benefit more from the CHSPE program. Community colleges accept all Certificate-holders, and as the survey results suggest, most employers with whom CHSPE candidates have contact do not particularly care whether the individual gets a diploma or a proficiency certificate. Perhaps the strongest appeal the CHSPE holds for this latter group is the option that they can leave school early with a legal diploma.

The puzzle to be solved is the striking lack of participation in CHSPE by minority students. Once the reasons are substantiated, appropriate efforts must be made in the interest of equity to increase minority access to the CHSPE program.

NOTE: First-timers

There is reason to expect that first-time CHSPE-takers differed in certain respects form those who waited until the program was more established. The novelty of the first administration may have attracted many students who were tuned-in curious. One intriguing sign of some differences between the first-timers and those who took the second CHSPE in March 1976: only 32% passed the March '76 exam, compared with 45% in December '75.

A clue to identifying differences between the first-timers and subsequent examinees can be found in the answers to a brief voluntary questionnaire that examinees fill out just before taking CHSPE. The study depicted answers to selected questions over the first four test administrations. Among the overall findings:

a. First-timers' grades were not significantly different from the grades of later examinees.

b. First-timers tended slightly more to plan on attending a four-year college and tended slightly less to plan on community college, or to work full time after high school.

## California High School Proficiency Exam Questionnaire

In the December, 1975, administration of the California High School Proficiency Examination (CHSPE), 12,150 persons took the exam and 5,430 (45%) passed. Examinees were asked, at the test site, to complete a voluntary questionnaire--with the understanding that their responses would not be associated with them as individuals.

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Assuming that you will pass the CHSPE, do you plan to stay in high school and receive a regular diploma?

Yes ○ No ○

| % Response | % Pass | % Not Pass |
|---|---|---|
| 85.2 | 45.4 | 54,6 |
| % Yes 14 | % Yes 15.4 | % Yes 12.8 |
| % No 86 | % No 84.6 | % N 87 |

Do you plan to enroll in community college soon after leaving high school?

Yes ○ No ○

| % Response | % Pass | % Not Pass |
|---|---|---|
| 85.3 | 45.5 | 54.5 |
| % Yes 58.5 | % Yes 63.1 | % Yes 54.7 |
| % No 41.5 | % No 36.9 | % No 45 |

Do you plan to work full time soon after leaving high school?

Yes ○ No ○

| % Response | % Pass | % Not Pass |
|---|---|---|
| 85.1 | 45.5 | 54.5 |
| % Yes 59.2 | % Yes 54.3 | % Yes 63.3 |
| % No 40.8 | % No 45.7 | % N 36 |

Do you plan to attend a university or four-year college at some future time?

Yes ○ No ○

| % Response | % Pass | % Not Pass |
|---|---|---|
| 84.3 | 45.6 | 54.4 |
| % Yes 51.1 | % Yes 58.6 | % Yes 44.9 |
| % No 48.9 | % No 41.4 | % N 55 |

5. Are you now attending

public high school ..... O
continuation high school ..... O
private/parochial school ..... O
other school (Print in box below) ..... O

[ ]

not attending school ..... O

| % Response | % Public H.S. | | % Continuation H.S. | | % Private/Parochial | |
|---|---|---|---|---|---|---|
| 85.1 | 72.8 | | 14 | | 1 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 48.1 | 51.9 | 33 | 67 | 52.6 | 47.4 |

| % Other School | | % Not Attending | |
|---|---|---|---|
| 2 | | 10.1 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 46.9 | 53.1 | 44.2 | 55.8 |

6. How often are you absent from school, generally?

one day a week ..... O
one day every two weeks ..... O
less often than one day every two weeks ..... O

| % Response | % One day a week | | % One day every two weeks | | % Less Often | |
|---|---|---|---|---|---|---|
| 81.4 | 35.5 | | 20.8 | | 43.7 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 41.7 | 58.3 | 48.2 | 51.7 | 47.7 | 52.3 |

(The first choice in question 6 should have been "one day a week or more often." Test proctors were instructed to read this correct wording to the examinees before they began the questionnaire.)

7. What grade do you generally get in these subjects:

| | A/B | B/C | C | C/D | D/F |
|---|---|---|---|---|---|
| English | O | O | O | O | O |
| Social Studies | O | O | O | O | O |
| Science | O | O | O | O | O |
| Mathematics | O | O | O | O | O |
| Physical Education | O | O | O | O | O |
| Vocational Education (homemaking, shop, business courses) | O | O | O | O | O |
| Foreign Language | O | O | O | O | O |

| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| nglish | 84.9 | 30 | | 32 | | 22 | | 13.2 | | 2.8 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 64 | 36 | 43.1 | 56.9 | 34.3 | 65.6 | 30.7 | 69.3 | 37.2 | 62.8 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| Sci. | 84.4 | 23.7 | | 31 | | 25.2 | | 16.1 | | 4 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 70.4 | 29.6 | 47.5 | 52.5 | 33.8 | 66.2 | 29.2 | 70.8 | 28.7 | 71.3 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| Science | 83.3 | 20.9 | | 31.5 | | 28.8 | | 15 | | 3.8 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 68.4 | 31.6 | 50.8 | 49.2 | 35.6 | 64.3 | 28.8 | 71.2 | 25.9 | 74.1 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| Math | 83 | 27.6 | | 31.5 | | 23.6 | | 13.8 | | 3.4 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 64.4 | 35.6 | 47.5 | 52.2 | 34.5 | 65.5 | 29.4 | 70.3 | 24.1 | 75.9 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| P.E. | 82.7 | 47.4 | | 26.6 | | 13.5 | | 6.9 | | 5.6 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 49.1 | 50.8 | 44 | 56 | 42.2 | 57.8 | 38.4 | 61.6 | 45.2 | 54.8 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| Voc Ed. | 77.4 | 48.9 | | 33.4 | | 13.1 | | 3.8 | | .07 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 55.3 | 44.7 | 41.4 | 58.6 | 34.4 | 65.5 | 29 | 71 | 21.3 | 78.7 |
| | % Response | % A/B | | % B/C | | % C | | % C/D | | % D/F | |
| For. Lang. | 61 | 20.3 | | 21.5 | | 26.4 | | 19.8 | | 12 | |
| | | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | | 70.7 | 29.3 | 57.3 | 42.7 | 44.2 | 55.8 | 37.1 | 62.9 | 33.5 | 66.5 |

8. In grades 7 through 12, inclusive, have you ever received a final grade of "F" or "failing" for any academic course?

Yes ○ No ○

| % Response | % Pass | % Not Pass |
|---|---|---|
| 85 | 45.6 | 54.3 |
| % Yes % No | % Yes % No | % Yes % No |
| 53.3 41.7 | 49.8 50.2 | 65.6 34:4 |

. How many elementary schools (through sixth grade) did you attend?

one .....○
two .....○
three .....○
four.....○
five or more .....○

| % Response | % One | % Two | % Three |
|---|---|---|---|
| 85.8 | 30.3 | 28.5 | 18.5 |
| | % Pass % Not Pass | % Pass % Not Pass | % Pass % Not Pass |
| | 45.1 54.8 | 43.8 56.2 | 45.8 54.2 |

| % Four | % Five or more |
|---|---|
| 11.1 | 11.5 |
| % Pass % Not Pass | % Pass % Not Pass |
| 48.2 51.7 | 49 51 |

. How many schools have you attended since the sixth grade?

one .....○
two .....○
three .....○
four.....○
five or more . .....○

| % Response | % One | % Two | % Three |
|---|---|---|---|
| 86 | 5.3 | 41.4 | 27.4 |
| | % Pass % Not Pass | % Pass % Not Pass | % Pass % Not Pass |
| | 32.5 67.5 | 48.1 51.9 | 44.9 55.1 |

| % Four | % Five or more |
|---|---|
| 14.9 | 10.9 |
| % Pass. % Not Pass | % Pass % Not Pass |
| 43.9 56 | 46.9 53.1 |

1. What grade are you now in:

9th ..... O
10th ..... O
11th ..... O
12th ..... O
other or not enrolled .... O

| % Response | % 9th | | % 10th | | % 11th | |
|---|---|---|---|---|---|---|
| 84.4 | 1 | | 4.3 | | 51 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 16.7 | 83.3 | 28.3 | 71.7 | 45.8 | 54.1 |

| % 12th | | % Other | |
|---|---|---|---|
| 38.2 | | 6.3 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 47.1 | 52.9 | 48.9 | 51.1 |

2. Have you been active in a school program or programs in:

| | Yes | No |
|---|---|---|
| music ..... | O | O |
| publications ..... | O | O |
| athletics ..... | O | O |
| clubs ..... | O | O |
| student government .... | O | O |
| dramatics ..... | O | O |

| | % Response | | % Pass | | % Not Pass | |
|---|---|---|---|---|---|---|
| Music | 74.7 | | 46.9 | | 53.1 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 26.5 | 73.5 | 27.9 | 72.1 | 25.3 | 74.7 |
| | % Response | | % Pass | | % Not Pass | |
| Publications | 71.3 | | 47.7 | | 52.3 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 11.9 | 88.1 | 15.3 | 84.7 | 8.8 | 91.2 |
| | % Response | | % Pass | | % Not Pass | |
| Athletics | 72.3 | | 46.6 | | 53.4 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 37.3 | 62.7 | 37.5 | 62.5 | 37.1 | 62.9 |
| | % Response | | % Pass | | % Not Pass | |
| Clubs | 73.0 | | 47.4 | | 52.6 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 26.4 | 73.6 | 30.3 | 69.7 | 23 | 77 |
| | % Response | | % Pass | | % Not Pass | |
| Student Gov't | 71.3 | | 47.6 | | 52.4 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 11 | 89 | 14 | 86 | 8.3 | 91.7 |
| | % Response | | % Pass | | % Not Pass | |
| Dramatics | 72.1 | | 47.5 | | 52.5 | |
| | % Yes | % No | % Yes | % No | % Yes | % No |
| | 15.6 | 84.4 | 17.1 | 82.9 | 14.2 | 85.8 |

13. How many <u>older</u> brothers and/or sisters do you have?

0 .....O
1 .....O
2 .....O
3 .....O
4 or more ....O

| % Response | % 0 | | % 1 | | % 2 | |
|---|---|---|---|---|---|---|
| 83.6 | 27.3 | | 27.5 | | 21.1 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 50.7 | 49.3 | 46.6 | 53.4 | 43.8 | 56.2 |

| % 3 | | % 4 or more | |
|---|---|---|---|
| 12.5 | | 11.5 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 42.9 | 57.1 | 39.6 | 60.3 |

14. How many <u>younger</u> brothers and/or sisters do you have?

0 .....O
1 .....O
2 .....O
3 .....O
4 or more ....O

| % Response | % 0 | | % 1 | | % 2 | |
|---|---|---|---|---|---|---|
| 83.9 | 35.8 | | 29.2 | | 18.7 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 47 | 52.9 | 46.1 | 53.9 | 45.4 | 54.6 |

| % 3 | | % 4 or more | |
|---|---|---|---|
| 9.6 | | 6.7 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 42.4 | 57.6 | 43.7 | 56.3 |

15. If a language other than English is spoken in your home, mark which one of the following it is:

Chinese .....O
Spanish .....O
Philippine dialect.....O
Portuguese .....O
other .....O

| % Response | % Chinese | | % Spanish | | % Dialect | |
|---|---|---|---|---|---|---|
| 13.7 | 2.6 | | 43.4 | | 3 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 47.8 | 52.2 | 30.8 | 69.2 | 31 | 69 |

| % Portuguese | | % Other | |
|---|---|---|---|
| 4 | | 47.1 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 35.8 | 64.2 | 34.3 | 65.7 |

34

. In which of the following groups do you believe you most nearly belong?

American Indian or Alaskan Native (persons having origins in any of the original peoples of North America) .....O

Asian or Pacific Islander (persons having origins in the Far East, Southeast Asia, or the Pacific Islands--this area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa) .....O

Black, not of Hispanic origin (persons having origins in any of the black racial groups) .....O

Hispanic (persons of Mexican, Puerto Rican, Cuban, Central or South American origins, or of Spanish culture or origin, regardless of race).....O

White, not of Hispanic origin (persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent).....O

| % Response | % Am. Indian | | % Asian | | % Black | |
|---|---|---|---|---|---|---|
| 77.1 | 13.8 | | 3 | | 2.1 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 28.8 | 71.1 | 44.3 | 55.7 | 17.4 | 82.6 |

| % Hispanic | | % White | | |
|---|---|---|---|---|
| 7.6 | | 73.6 | | |
| % Pass | % Not Pass | % Pass | % Not Pass | (see note, on back) |
| 33 | 67 | 53.3 | 46.7 | |

. What is the level of education achieved by the head of the household in which you now live?

less than a high school diploma .....O
high school diploma.....O
community college academic degree or completed public or private vocational program after leaving high school .....O
university or four-year college degree .....O
advanced degree beyond four-year college degree and/or teaching credential .....O

| % Response | % Less Than Diploma | | % H.S. Diploma | | % Comm. Coll. Degree | |
|---|---|---|---|---|---|---|
| 80.8 | 14.7 | | 34.8 | | 18.9 | |
| | % Pass | % Not Pass | % Pass | % Not Pass | % Pass | % Not Pass |
| | 38.3 | 61.6 | 40.5 | 59.5 | 48.5 | 51.5 |

| % Four-year Degree | | % Advanced Degree | |
|---|---|---|---|
| 15.8 | | 15.8 | |
| % Pass | % Not Pass | % Pass | % Not Pass |
| 51.3 | 48.7 | 59.8 | 40.2 |

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Note to results of question 16:

Staff in the State Department of Education's Office of Program Evaluation and Research (OPER) believe that responses to question number 16 do not accurately reflect the ethnic distribution of those who responded to the question. The ethnic categories and definitions used in the question are those promulgated by the federal Department of Health, Education, and Welfare's Office of Education and recommended by that Office for use by all education researchers nationwide so as to permit uniform comparability of ethnically related data. As such, the ethnic categories and definitions were intended primarily for third-person descriptive use by information gatherers--not for independent self-identification by members of research populations. OPER staff believe that a significant number of CHSPE examinees simply misunderstood one or more of the Office of Education definitions.

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 17, 1977

Dear Examinee:

You were a pioneer. When you took the California High School Proficiency Examination (CHSPE) back in December, 1975, you were in the first group ever to do so. As such, you have something we would like to know about--your personal experience with the CHSPE program. We know what we intended the CHSPE program to be, and we have some educated guesses as to why people took the exam and what they have done since. But you have the first-hand knowledge, and we need you to share it with us for the sake of others who may take the exam in the future. Please help us--and them--by taking 15 minutes to fill out the enclosed questionnaire. No one else knows what you know.

If you have any questions, contact Dr. Bill Padia, Office of Program Evaluation and Research (916) 322-2200.

Very truly yours,

Alexander I. Law, Chief
Office of Program Evaluation
and Research
(916) 322-5010

P.S. As with the questionnaire you were asked to fill out at the time you took the exam, the results of this one will not be associated with you as an individual.

Student Questionnaire

Please return to:
High School Proficiency Exam Study
California State Department of Education
Office of Program Evaluation and Research
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814

Note: Our questions will begin with events that occurred around December of 1975 and move up to the present time. We will refer to the California High School Proficiency Exam as the CHSPE throughout this questionnaire. For each question circle the appropriate number.

1. Think back to December, 1975. Below is a list of some ways you might have heard about the CHSPE as of December, 1975.

I heard about the CHSPE from these sources.
(Circle one number for each item)

| Source Number | | Yes % | No % |
|---|---|---|---|
| 01. | Notice posted at school | 1 38 | 2 61 |
| 02. | School newspaper | 1 14 | 2 86 |
| 03. | Announcement read to all students | 1 47 | 2 53 |
| 04. | Counselor | 1 66 | 2 34 |
| 05. | Attendance officer | 1 4 | 2 96 |
| 06. | Principal, vice principal, or other administrator | 1 19 | 2 81 |
| 07. | Teacher | 1 40 | 2 60 |
| 08. | Another student | 1 52 | 2 48 |
| 09. | TV | 1 7 | 2 93 |
| 10. | Radio | 1 5 | 2 95 |
| 11. | Local newspaper | 1 38 | 2 62 |
| 12. | Magazine | 1 1 | 2 99 |
| 13. | Member of my family or relative | 1 26 | 2 74 |
| 14. | Other | 1 7 | 2 93 |

Other _____
(Describe)

1a. Refer to the above list of sources. From which source did you first hear about the CHSPE? Please write in the number of the source from the list. __ __
See attached.

1b. Refer to the above list of sources. From which source did you learn the most about the CHSPE? Please write in the number of the source from the list. __ __
See attached.

2. Below is a list of some people you may have talked with about taking the CHSPE.

| | Did you talk with each of these people about whether to take the CHSPE? (Circle one number for each lettered item) | | | | If YES, the advice...(Circle one number for each YES) | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Yes | % | No | % | Discouraged me from taking it | % | Seemed neutral | % | Encouraged me to take it | % |
| a. | Teacher | 1 | 47 | 2 | 53 | 1 | 13 | 2 | 37 | 3 | 51 |
| b. | Counselor | 1 | 82 | 2 | 18 | 1 | 9 | 2 | 36 | 3 | 55 |
| c. | School administrator | 1 | 22 | 2 | 78 | 1 | 16 | 2 | 35 | 3 | 48 |
| d. | Another Student | 1 | 71 | 2 | 29 | 1 | 4 | 2 | 24 | 3 | 72 |
| e. | Mother/ guardian | 1 | 87 | 2 | 13 | 1 | 6 | 2 | 30 | 3 | 64 |
| f. | Father/ guardian | 1 | 69 | 2 | 31 | 1 | 8 | 2 | 32 | 3 | 60 |
| g. | Brother or sister | 1 | 41 | 2 | 58 | 1 | 2 | 2 | 34 | 3 | 64 |
| h. | Clergyman | 1 | 2 | 2 | 98 | 1 | 9 | 2 | 70 | 3 | 22 |
| i. | Other relative | 1 | 14 | 2 | 86 | 1 | 7 | 2 | 46 | 3 | 46 |
| j. | Other person(s). | 1 | 27 | 2 | 73 | 1 | 4 | 2 | 23 | 3 | 73 |

_____
(Describe)

1.a. Refer to the above list of sources. From which source did you <u>first</u> hear about the CHSPE? Please write in the number of the source from the list. ___ ___

| | % |
|---|---|
| 01. | 7 |
| 02. | 2 |
| 03. | 13 |
| 04. | 18 |
| 05. | 0 |
| 06. | 3 |
| 07. | 7 |
| 08. | 19 |
| 09. | 1 |
| 10. | 1 |
| 11. | 11 |
| 12. | 0 |
| 13. | 12 |
| 14. | 13 |

1.b. Refer to the above list of sources. From which source did you learn the most about the CHSPS? Please write in the number of the source from the list. ___ ___

| | % |
|---|---|
| 01. | 7 |
| 02. | 1 |
| 03. | 3 |
| 04. | 51 |
| 05. | 1 |
| 06. | 6 |
| 07. | 9 |
| 08. | 4 |
| 09. | 0 |
| 10. | 11 |
| 11. | 3 |
| 12. | 3 |
| 13. | 0 |
| 14. | 0 |

3. In December, 1975, what type of high school were you attending?

(Circle one number for each line)

| Yes | % | No | % | |
|---|---|---|---|---|
| 1 | 80 | 2 | 15 | Regular daytime public high school |
| 1 | 10 | 2 | 90 | Regional Occupational Center or Regional Occupational Program |
| 1 | 12 | 2 | 84 | Continuation school |
| 1 | 1 | 2 | 99 | Parochial or religious school |
| 1 | 1 | 2 | 99 | Other private school |
| 1 | 2 | 2 | 98 | Not in regular daytime school, but I was in night or adult school. |
| 1 | 6 | 2 | 92 | Not attending school. (SKIP to 6a if you were not attending school.) |

4. In December, 1975, what type of high school program were you taking?

| % | (Circle one number) |
|---|---|
| 68 | 1 ... Basic, general, regular |
| 17 | 2 ... College prep |
| 11 | 3 ... Business, vocational, industrial arts, homemaking |
| 4 | 4 ... Other _____ (Describe) |

5. At the time of the December 1975 CHSPE, did it look like you would have enough credits to graduate with your class?

| % | (Circle one number) |
|---|---|
| 55 | 1 ... Yes |
| 35 | 2 ... No |
| 9 | 3 ... Unsure |

6a. In December, 1975, did you have a paying job? Count only paid work other than household duties.

| % | (Circle one number) |
|---|---|
| 49 | 1 ... Yes |
| 51 | 2 ... No (SKIP to 7, next page) |

6b. How many hours per week were you working?

| % | (Circle one number) |
|---|---|
| 7 | 1 ... 1-9 |
| 25 | 2 ... 10-19 |
| 35 | 3 ... 20-29 |
| 19 | 4 ... 30-39 |
| 14 | 5 ... 40 or more |

6c. Do you still have the same job now?

| % | (Circle one number) |
|---|---|
| 20 | 1 ... Yes |
| 80 | 2 ... No |

7. In December, 1975, where were you living?

| % | (Circle one number) |
|---|---|
| 94 | 1 ... With my family (spouse, parents, guardians, other relatives) |
| 1 | 2 ... With another family (not relatives) or in a foster home |
| 4 | 3 ... In my own place, alone or with someone else |
| 1 | 4 ... Other: _____ (Describe) |

8. How self-supporting would you say you were in December of 1975?

| % | (Circle one number) |
|---|---|
| 9 | 1 ... I was mostly or completely self-supporting. |
| 19 | 2 ... I was about half self-supporting. |
| 34 | 3 ... I contributed some to my support. |
| 38 | 4 ... I was not contributing anything to my support. |

9. Below are some possible reasons why you might have taken the December 1975 CHSPE. Indicate the degree to which you were motivated by each of the following reasons:

| | (Circle one number for each lettered option) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Not at all | % | To some extent | % | To a moderate extent | % | To a great extent | % |
| a. I didn't like high school ..... | 1 | 19 | 2 | 29 | 3 | 20 | 4 | 32 |
| b. I wanted to be sure I'd have at least a diploma equivalent .... | 1 | 25 | 2 | 11 | 3 | 13 | 4 | 51 |
| c. I wanted to leave high school and go to work ..... | 1 | 24 | 2 | 22 | 3 | 20 | 4 | 34 |
| d. I had to leave high school to earn money ..... | 1 | 67 | 2 | 15 | 3 | 8 | 4 | 10 |

9. (Continued)

(Circle one number for each lettered option)

| | Not at all | % | To some extent | % | To a moderate extent | % | To a great extent | % |
|---|---|---|---|---|---|---|---|---|
| e. I wanted to leave high school and go to college | 1 | 35 | 2 | 24 | 3 | 18 | 4 | 23 |
| f. I wanted to be free from taking some of the usual required high school courses--and to take a lighter load | 1 | 54 | 2 | 23 | 3 | 11 | 4 | 12 |
| g. I wanted to be free from taking some of the usual required high school courses--and to take different courses that would be more interesting | 1 | 43 | 2 | 21 | 3 | 14 | 4 | 22 |
| h. I wanted to see whether I could pass the CHSPE | 1 | 19 | 2 | 27 | 3 | 19 | 4 | 35 |
| i. I wanted to see what the CHSPE would be like | 1 | 25 | 2 | 32 | 3 | 20 | 4 | 22 |
| j. I wanted another credential besides a diploma | 1 | 66 | 2 | 15 | 3 | 8 | 4 | 11 |
| k. I wanted to have the option of leaving school early | 1 | 10 | 2 | 12 | 3 | 14 | 4 | 64 |

10a. At the time of the December 1975 CHSPE, what were your plans for the immediate future if you were to pass?

(Circle one number for each line)

| Yes | % | No | % | |
|---|---|---|---|---|
| 1 | 30 | 2 | 70 | I was undecided at the time. |
| 1 | 21 | 2 | 79 | Stay in high school for at least a while. |
| 1 | 15 | 2 | 85 | Stay in high school and get a regular diploma. |
| 1 | 8 | 2 | 91 | Go into military service. |
| 1 | 8 | 2 | 91 | Be a homemaker. |
| 1 | 64 | 2 | 36 | Get a job. |
| 1 | 62 | 2 | 38 | Go to college or some other schooling beyond high school. (Be sure to answer 10b if you answered Yes) |
| 1 | 26 | 2 | 74 | Other _____ (Describe) |

10b. IF YOU MARKED THE CHOICE IN 10a THAT INCLUDED COLLEGE OR OTHER SCHOOLING, what type of college or schooling did you mean?

| % | (Circle one number) |
|---|---|
| 60 | 1 ... Community college |
| 12 | 2 ... A four-year college or university |
| 18 | 3 ... A vocational or trade school |
| 4 | 4 ... A business school |
| 5 | 5 ... Other: _____ (Describe) |

11. Below is a list of CHSPE test dates. For each date circle the appropriate number to indicate if you took the CHSPE on that date. Then, indicate if you passed each exam that you took.

| | Did you take the CHSPE? | | | | IF YES, Did you pass the CHSPE? | | | |
|---|---|---|---|---|---|---|---|---|
| | Yes | % | No | % | Yes | % | No | % |
| December 20, 1975 | 1 | 98 | 2 | 1 | 1 | 64 | 2 | 36 |
| March 27, 1976 | 1 | 19 | 2 | 81 | 1 | 14 | 2 | 86 |
| November 13, 1976 | 1 | 3 | 2 | 97 | 1 | 3 | 2 | 96 |

IF YOU PASSED THE CHSPE AT ANY TIME, PLEASE ANSWER QUESTIONS 12a THROUGH 13. OTHERWISE, SKIP TO 14 ON PAGE 8.

12a. The state issues the High School Certificate of Proficiency, which is the legal equivalent of a high school diploma. Have you found that this certificate is accepted on an equal basis with a high school diploma in the following situations?

(Circle one number for each line)

| | Yes | % | No | % | Does Not Apply | % | I Don't Know | % |
|---|---|---|---|---|---|---|---|---|
| Getting into school | 1 | 41 | 2 | 10 | 3 | 8 | 4 | 41 |
| Getting into the military | 1 | 17 | 2 | 8 | 3 | 17 | 4 | 58 |
| Getting a job | 1 | 38 | 2 | 12 | 3 | 10 | 4 | 40 |

12b. Did you need your parent's/guardian's signature to leave school?

| % | (Circle one number) | |
|---|---|---|
| 78 | 1 ... Yes (Please answer 12c) | |
| 14 | 2 ... No. I was not going to leave school anyway. | Skip to 13a |
| 8 | 3 ... No. I turned 18 and didn't need it. | Skip to 13a |

12c. Did you get your parent's/guardian's signature to leave school?

| % | (Circle one number) |
|---|---|
| 80 | 1 ... Yes, easily. |
| 15 | 2 ... Yes, with some difficulty. |
| 2 | 3 ... Yes, with a lot of difficulty. |
| 3 | 4 ... No. He/she refused. |

13a. Did you leave high school earlier than you would have, AS A RESULT OF PASSING THE CHSPE?

| % | (Circle one number) |
|---|---|
| 75 | 1 ... Yes (Please answer 13b, 13c) |
| 25 | 2 ... No |

If you remained in school, did you ....

(Circle one number for each item)

| Yes % | No % | |
|---|---|---|
| 1 23 | 2 77 | sign up for more nonrequired courses? |
| 1 12 | 2 88 | request independent studies? |
| 1 12 | 2 88 | request exemptions from certain school rules? |
| 1 3 | 2 88 | study more? |
| 1 24 | 2 76 | attend less regularly than before passing? |
| 1 23 | 2 77 | show more interest in school? |
| 1 35 | 2 65 | attend fewer hours than before passing? |
| 1 66 | 2 34 | take all the required courses for graduation? |
| 1 41 | 2 59 | enjoy school more? |
| 1 22 | 2 78 | engage in additional extra curricular activities? |
| 1 56 | 2 44 | continue in the same way, as if you hadn't passed? |

Now skip to question 16a →

13b. How soon after receiving notice of passing the exam did you leave high school?

| % | (Circle one number) |
|---|---|
| 79 | 1 ... Within a month |
| 13 | 2 ... From two to four months |
| 8 | 3 ... From five months to a year |

13c. What did you do after leaving high school?

(Circle one number for each line)

| Yes | % | No | % | |
|---|---|---|---|---|
| 1 | 25 | 2 | 75 | I left and was undecided about my future |
| 1 | 8 | 2 | 92 | I went into military service |
| 1 | 9 | 2 | 91 | I became a homemaker |
| 1 | 66 | 2 | 34 | I got a job or continued with the one I had |
| 1 | 53 | 2 | 47 | I went to college or some other schooling |
| 1 | 16 | 2 | 84 | Other plan: _____ (Describe) |

13d. IF YOU MARKED THE CHOICE IN 13c THAT INCLUDED COLLEGE OR OTHER SCHOOLING, what type of college or other schooling did you mean?

(Circle one number)

| % | | |
|---|---|---|
| 74 | 1 | ... Community college |
| 8 | 2 | ... A four-year college or university |
| 11 | 3 | ... A vocational or trade school |
| 2 | 4 | ... A business school |
| 4 | 5 | ... Other _____ (Describe) |

14. IF YOU FAILED THE DECEMBER 1975 CHSPE AND DID NOT RETAKE IT, PLEASE ANSWER THIS QUESTION AND QUESTION 15. IF YOU PASSED, PROCEED TO QUESTION 16a.

Below are some possible reasons for not taking the CHSPE again. Indicate the degree to which you were motivated by each of the following:

(Circle one number for each lettered option)

| | Not at all | % | To some extent | % | To a moderate extent | % | To a great extent | % |
|---|---|---|---|---|---|---|---|---|
| a. I decided to stay in school until regular graduation | 1 | 49 | 2 | 13 | 3 | 14 | 4 | 23 |
| b. I thought I'd fail again | 1 | 44 | 2 | 23 | 3 | 15 | 4 | 18 |
| c. I couldn't see paying another $10 | 1 | 44 | 2 | 19 | 3 | 15 | 4 | 23 |
| d. I didn't trust a CHSPE certificate as a real equivalent to a regular diploma | 1 | 69 | 2 | 17 | 3 | 8 | 4 | 6 |

14. (continued)

(Circle one number for each lettered option)

| | Not at all | % | To some extent | % | To a moderate extent | % | To a great extent | % |
|---|---|---|---|---|---|---|---|---|
| e. I found the exam too difficult | 1 | 51 | 2 | 33 | 3 | 10 | 4 | 6 |
| f. Other reason | 1 | 56 | 2 | 5 | 3 | 4 | 4 | 36 |

_____
(Describe)

15. I didn't take the March 1976 CHSPE because I turned 18.

(Circle one number)

| % | |
|---|---|
| 21 | 1 ... Yes |
| 79 | 2 ... No |

**FOR ALL TO ANSWER**

16a. How did your performance on the December 1975 CHSPE affect your work or school situation in the few months following the exam?

(Circle one number)

| % | |
|---|---|
| 47 | 1 ... My work or school situation remained the same. (Skip to question 17a) → |
| 53 | 2 ... My work or school situation changed. |

16b. IF YOU CIRCLED 2, what activity(ies) did you change to?

(Circle one number for each item)

| Yes | % | No | % | |
|---|---|---|---|---|
| 1 | 52 | 2 | 48 | Working |
| 1 | 43 | 2 | 57 | Looking for a job |
| 1 | 15 | 2 | 85 | Attending regular daytime high school |
| 1 | 9 | 2 | 91 | Attending continuation school |
| 1 | 8 | 2 | 92 | Attending a Regional Occupational Center or Program |
| 1 | 19 | 2 | 81 | Attending night or adult school |
| 1 | 8 | 2 | 92 | Joining the military service |
| 1 | 11 | 2 | 89 | Being a homemaker |
| 1 | 46 | 2 | 54 | Attending college or another type of schooling after high school. (Be sure to answer 16c if attending college or another type of schooling.) |
| 1 | 23 | 2 | 77 | Other: _____ (Describe) |

16c. IF YOU MARKED THE CHOICE IN 16b THAT INCLUDED COLLEGE OR OTHER SCHOOLING, WHAT TYPE OF COLLEGE OR OTHER SCHOOLING DO YOU MEAN?

| % | (Circle one number) |
|---|---|
| 72 | 1 ... Community college |
| 5 | 2 ... A four-year college or university |
| 11 | 3 ... A vocational or trade school |
| 4 | 4 ... A business school |
| 8 | 5 ... Other: _____ (Describe) |

17a. What are you doing now?

(Circle one number for each item)

| Yes | % | No | % | |
|---|---|---|---|---|
| 1 | 63 | 2 | 37 | Working |
| 1 | 27 | 2 | 73 | Looking for a job |
| 1 | 13 | 2 | 87 | Attending regular daytime high school |
| 1 | 2 | 2 | 98 | Attending continuation school |
| 1 | 4 | 2 | 96 | In a Regional Occupational Center or Program |
| 1 | 10 | 2 | 90 | Attending night or adult school |
| 1 | 7 | 2 | 93 | In the military service |
| 1 | 16 | 2 | 84 | Being a homemaker |
| 1 | 35 | 2 | 65 | Attending college or other schooling after high school. (Be sure to answer 17b if attending college or another type of schooling.) |
| 1 | 16 | 2 | 84 | Other: _____ (Describe) |

17b. IF YOU MARKED THE CHOICE IN 17a THAT INCLUDED COLLEGE OR OTHER SCHOOLING, WHAT TYPE OF COLLEGE OR OTHER SCHOOLING DO YOU MEAN?

| % | (Circle one number) |
|---|---|
| 72 | 1 ....Community college |
| 12 | 2 ... A four-year college or university |
| 7 | 3 ... A vocational or trade school |
| 4 | 4 ... A business school |
| 5 | 5 ... Other: _____ (Describe) |

IF YOU HAVE A PAYING JOB NOW, PLEASE ANSWER 18a AND 18b. IF YOU DON'T, SKIP TO 19.

18a. Regarding your paying job...

(Please circle one number for each choice)

| | Yes | % | No | % | Does Not Apply | % |
|---|---|---|---|---|---|---|
| Is this the same job you had prior to December of 1975? | 1 | 15 | 2 | 70 | 3 | 16 |
| Is this the same job you had in the spring of 1976? | 1 | 34 | 2 | 59 | 3 | 7 |
| At the time you were hired, did your employer ask you if you had a high school diploma or equivalent? | 1 | 37 | 2 | 62 | | — |

18b. How many hours a week are you working?

| % | (Circle one number) |
|---|---|
| 7 | 1 ... 1- 9 |
| 10 | 2 ... 10-19 |
| 16 | 3 ... 20-29 |
| 19 | 4 ... 30-39 |
| 47 | 5 ... 40 or more |

19. Where are you living now?

| % | (Circle one number) |
|---|---|
| 70 | 1 ... With my family (spouse, parents, guardians, other relatives) |
| 1 | 2 ... With another family (not relatives) or in a foster home |
| 21 | 3 ... In my own place, alone or with someone else |
| 8 | 4 ... Other: _____ (Describe) |

20. How self-supporting are you now?

| % | (Circle one number) |
|---|---|
| 41 | 1 ... I am mostly or completely self-supporting. |
| 20 | 2.... I am about half self-supporting. |
| 22 | 3 ... I contribute some to my support. |
| 16 | 4 ... I don't contribute anything to my support. |

21. Have you received a regular high school diploma?

| % | (Circle one number) |
|---|---|
| 16 | 1 ... Yes |
| 34 | 2 ... No |

IF NO, do you expect to receive one in the near future--by about a year from now?

| % | (Circle one number) |
|---|---|
| 20 | 1 ... Definitely yes |
| 7 | 2 ... Probably yes |
| 6 | 3 ... I haven't decided |
| 25 | 4 ... Probably not |
| 41 | 5 ... Definitely not |

22. How far do your parents/guardian expect you to go in your schooling? How far do <u>you</u> expect to go?

| | MY PARENT'S EXPECTATIONS ARE: Circle only one number in this column | % | MY EXPECTATIONS ARE: Circle only one number in this column | % |
|---|---|---|---|---|
| a. Less than a diploma or CHSPE certificate | 01 | 1 | 01 | 1 |
| b. Diploma or CHSPE certificate | 02 | 20 | 02 | 14 |
| c. Vocational or business school course | 03 | 8 | 03 | 11 |
| d. Some community college | 04 | 7 | 04 | 12 |
| e. Graduate from community college | 05 | 11 | 05 | 10 |
| f. Some four-year college or university | 06 | 6 | 06 | 7 |
| g. Graduate from four-year college or university | 07 | 15 | 07 | 16 |
| h. Go on to graduate or professional school | 08 | 7 | 08 | 13 |
| i. No particular expectation | 09 | 24 | 09 | 14 |

23. I am/was absent from high school about:

| % | (Circle one number) |
|---|---|
| 49 | 1.... One day or more a week. |
| 19 | 2 ... One day every two weeks. |
| 32 | 3 ... Less than one day every two weeks. |

24. What do you estimate your overall high school grade average to be?

(Circle one number)

| % | |
|---|---|
| 25 | 1 ... A/B |
| 37 | 2 ... B/C |
| 22 | 3 ... C |
| 13 | 4 ... C/D |
| 2 | 5 ... D/F |

25. Below are some remarks that may describe how you feel about high school. On the scale, indicate to what extent you agree with the statement.

(Circle one number for each lettered statement)

| | Strongly Disagree | | | | Strongly Agree | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | % |
| a. High school has been fun | 1 21% | 2 21% | 3 32% | 4 15% | 5 | 11 |
| b. High school has taught me a lot that will be useful | 1 28% | 2 28% | 3 22% | 4 13% | 5 | 9 |
| c. High school has been boring | 1 12% | 2 16% | 3 24% | 4 18% | 5 | 30 |
| d. High school has required a lot of work | 1 24% | 2 32% | 3 28% | 4 11% | 5 | 5 |
| e. I have had a lot of flexibility in planning my courses and programs | 1 14% | 2 20% | 3 26% | 4 22% | 5 | 18 |
| f. There hasn't been enough variety in the kinds of courses offered | 1 12% | 2 16% | 3 23% | 4 19% | 5 | 30 |
| g. There have been too many required courses | 1 15% | 2 16% | 3 29% | 4 18% | 5 | 22 |
| h. High school has a lot to offer | 1 25% | 2 21% | 3 27% | 4 13% | 5 | 13 |

26. Below are some statements about how you might feel about yourself. On the scale, indicate to what extent you agree with each statement.

(Circle one number for each lettered statement)

| | Strongly Disagree | | | | | | | | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | % | 2 | % | 3 | % | 4 | % | 5 | % | |
| a. I believe I have a number of good qualities | 1 | 0 | 2 | 1 | 3 | 17 | 4 | 34 | 5 | 48 | |
| b. I often wish I were someone else | 1 | 59 | 2 | 21 | 3 | 13 | 4 | 5 | 5 | 3 | |
| c. I have confidence in myself | 1 | 2 | 2 | 5 | 3 | 17 | 4 | 36 | 5 | 40 | |
| d. There is a lot I can do to make my life better than it is | 1 | 3 | 2 | 7 | 3 | 19 | 4 | 26 | 5 | 45 | |
| e. I get bored easily | 1 | 19 | 2 | 22 | 3 | 25 | 4 | 18 | 5 | 16 | |
| f. I have a lot to look forward to | 1 | 1 | 2 | 3 | 3 | 12 | 4 | 22 | 5 | 61 | |
| g. Sometimes I feel I just can't learn | 1 | 58 | 2 | 19 | 3 | 12 | 4 | 7 | 5 | 4 | |
| h. I have friends I can trust | 1 | 3 | 2 | 6 | 3 | 15 | 4 | 24 | 5 | 52 | |
| i. My peers greatly influence my decisions | 1 | 34 | 2 | 25 | 3 | 25 | 4 | 11 | 5 | 5 | |

27. Sex

| % | (Circle one number) |
|---|---|
| 45 | 1 ... Male |
| 55 | 2 ... Female |

28. Age __ __

| Age | % |
|---|---|
| 17 | 32 |
| 18 | 52 |
| 19 | 15 |

29. I consider myself

| % | (Circle one number) |
|---|---|
| 87 | 1 ... White |
| 1 | 2 ... Black |
| 2 | 3 ... Hispanic |
| 1 | 4 ... American Indian |
| 1 | 5 ... Asian |
| 1 | 6 ... Filipino |
| 7 | 7 ... Other: _____ (Describe) |

30. How far did your father/guardian and mother/guardian go in their schooling?

| | FATHER/GUARDIAN: Circle only one number in this column | % | MOTHER/GUARDIAN: Circle only one number in this column | % |
|---|---|---|---|---|
| a. Eighth grade or less | 01 | 9 | 01 | 4 |
| b. Some high school | 02 | 12 | 02 | 13 |
| c. Graduated from high school | 03 | 26 | 03 | 32 |
| d. Some college | 04 | 16 | 04 | 23 |
| e. Graduated from community college, or received a vocational degree | 05 | 5 | 05 | 7 |
| f. Graduated from a four-year college | 06 | 15 | 06 | 12 |
| g. Graduate school or professional school | 07 | 17 | 07 | 9 |

31. What kind of work does (or did) your father/guardian do? Your mother/guardian?

| | FATHER/GUARDIAN: Circle only one number in this column | % | MOTHER/GUARDIAN: Circle only one number in this column | % |
|---|---|---|---|---|
| a. Not employed and not looking for a paying job | 01 | 2 | 01 | 23 |
| b. Not employed but looking for a job | 02 | 1 | 02 | 4 |
| c. Unable to work | 03 | 4 | 03 | 3 |
| d. Executive, professional, manager | 04 | 51 | 04 | 23 |
| e. Semiprofessional, clerical, sales workers, and technicians | 05 | 17 | 05 | 28 |
| f. Skilled and semi-skilled employee | 06 | 24 | 06 | 16 |
| g. Unskilled employee | 07 | 2 | 07 | 3 |

32. What type of a community did you live in at the time of the December 1975 CHSPE?

| % | (Circle one number) |
|---|---|
| 8 | 1 ... Rural (not in a town) |
| 35 | 2 ... Small town or city (not a suburb) |
| 26 | 3 ... Suburb |
| 3 | 4 ... Inner part of a large city |
| 28 | 5 ... Residential part of a large city |